

		Year 3					
		Autumn 1 7 weeks	Autumn 2 7.5 weeks	Spring 1 6.5 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Year group topic	2 Week WSP	Vile Victorians	May the force be with you!	Exciting Egyptians	Save Our Seas!	The Land before Time	Journeys
Topic Hook	The many colours of Queen's Hill	Victorian Day - teachers dress up and in role all day		Egyptian launch day	Junk modelling	Stone Age launch day	
Cultural Enrichment	Black History Month Curriculum Day	Anti-bullying Curriculum Day <i>Cathedral trip - Advent</i>	Safer Internet Day <i>Castle trip - Egyptian</i>	Science Curriculum Day World Book Day- poetry week (7th March)	Languages Curriculum Day	School of Sanctuary Curriculum Day <i>Whitlingham</i>	
Key Text	Oliver Twist - Charles Dickens The sound collector - Roger McGough	Hansel and Gretel - Anthony Brown & Rachel Isadora version	Marcy and the Riddle of the Sphinx - Joe Todd-Stanton	Someone Swallowed Stanley - Sarah Roberts Greta and the Giants - Zoe Tucker	How to wash a woolly mammoth - Michelle Robinson Stone-Age Boy - Satoshi Kitamura	Blodin the Beast - Michael Morpurgo Journey - Aaron Becker	
English	Writing Outcomes: The sound collector- poetry - figurative language Advert poster- Oliver Wanted poster- Dodger Diary entry (entertain)	Writing Outcomes: Setting description - from traditional version Fairytale narrative (entertain) - influenced by Rachel Isadora version	Writing Outcomes: Character description (entertain) Non-chronological report about the Egyptians (inform)	Writing Outcomes: Poetry Persuasive poster- reduce single-use plastic (persuade)	Writing Outcomes: Explanation- instructions (inform) Portal story (entertain) Letter from the Stone Age to modern day Britain (entertain)	Writing Outcomes: Monologue Newspaper Report Narrative	
	Audience: Classmates Purpose: persuade and entertain	Audience: Parents: Purpose: To share with families	Audience: Buddies Purpose: Inform the buddies about facts	Audience: Mr Cross Purpose: placards to persuade	Audience: Stone Age person Purpose: to help him know how to wash a woolly mammoth	Audience: Younger children Purpose: to inform and tell them how to be safe by trains	
Cross-curricular writing	Subject: History CC writing outcome: Extended piece on how victorian Norfolk shaped today	Subject: RE CC writing outcome: Extended writing on, advert, using the trip to support	Subject: Geography CC writing outcome: Comparison about the jungles and desert	Subject: Geography CC writing outcome: Persuasion text about how we can be more sustainable and why we need to	Subject: History CC writing outcome: Comparing of how life changed during stone age through letter format	Subject: DT CC writing outcome: linked to English about lunch/wraps	
Maths	Place value	Addition Mass Length	Subtraction Multiplication and division	Multiplication and division (cont.) Fractions	Length and perimeter Mass and capacity Fractions (cont.)	Time Shape Statistics	
Science	Forces and Magnets	Forces and Magnets	Animals including humans	Light	Rocks	Plants	
History	Victorian Norwich How did the Victorian period help to shape the Norfolk we know today? -School Day (hook day) -Queen Victoria -What was life like in a workhouse in Norfolk? (Victorian Norfolk- Gressenhall pics) -Rich v Poor -Houses (Norwich focus) -Black Victorian History		Ancient Egyptians Who built the great pyramid of Giza? Why did Hatshepsut send an expedition to Punt? What did Akhenaten do that made him so hated? Did the romans build the pyramids? What made Cleopatra so special?		Stone Age How did the lives of the ancient Britons change during the Stone Age? How do people often imagine the stone age to be like? Who left their footprints on the beach and what were they doing there? What clues help archeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves?	What is the secret of the standing stones? (Bronze Age Britain) How do artefacts help us understand the lives of people in Iron Age Britain?	

					Why was the red lady of Paviland so important? How were people living in Britain at the end of the stone age compared with the beginning?	
Geography		The world Why do so many people in the world live in megacities?	The world Why are jungles so wet and deserts so dry?	United Kingdom How can we live more sustainably?		
Art	Painting Explore ways to create a range of light and dark colours from primary to secondary. Create finished pieces which respond to the work of Sean Scully. Outcome: Self-portrait	Drawing Explore mark-making and shading in response to the work of Vincent Van Gogh. Creating a piece of work using oil pastel drawing and colour wash Outcome: Hippocrump		Textiles: Create a reusable bag- purposing/ recycling old clothing	Sculpture Creating a Papier Maché bowl, painted in the style of Howard Hodgkin, Wassily Kansinsky and Anthony Frost.	
DT		Mechanisms Pop Up Christmas cards		Textiles: Create a reusable bag- purposing/ recycling old clothing	Construction Making packaging using nets – toothpaste	Food Healthy and diets – Wraps
RSHE	Relationships		Living in the Wider World		Health and Wellbeing	
	My feelings My body	Consent – Giving and seeking permission (PSHE association) My rights and responsibilities My beliefs	Family conflict (PSHE association) Media literacy and digital resilience – Safer internet day My relationships	Money and work (PSHE association) Tricky Friends L1	Lets get active Drugs and Alcohol Sun safety	Tricky Friends L4 Asking for help
myHappyMind (11.30 slot)	Zones of Regulation	Meet your Brain	Celebrate	Appreciate	Relate	Engage
French	All About Me	Hobbies and Pets	Where I live	How I look	Animals, colours and sizes	Food and Drink
Computing	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Branching databases Building and using branching databases to group objects using yes/no questions.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
Online Safety	Self-Image and Identity	Health Wellbeing & Lifestyle	<u>Safer Internet day</u> Online Relationships Online Bullying Online Reputation	Privacy & Security	Copyright and Ownership	Managing Online Information
RE	How do people express commitment to a religion/worldview in different ways?	What is Trinity? Christian	What is philosophy? How do people make moral decisions? Christian, Humanist	What do _____ believe about God? Muslim	What difference does being a _____ make to daily life? Muslim	

	Hindu or Jewish/Sikh/Christian					
Music (Charanga)	Recorder lessons Charanga Unit: focus on dynamics and tempo uni	Recorder lessons Charanga Unit: exploring feelings through music unit	Let your spirit fly-Charanga Unit	The Dragon Songs Music from around the world, celebrating our differences and being kind to one another-Charanga Unit	Three little birds-Charanga Unit	Bringing Us Together Disco, friendship, hope and unity Charanga Unit
	Norfolk Music Hub- Recorder lessons Autumn 1					
PE	REAL PE Unit 1 Personal skills	REAL PE Unit 2 Social Skills	REAL PE Unit 3 Cognitive Skills	REAL PE Unit 4 Creative Skills	REAL PE Unit 5 Applying Physical Skills	REAL PE Unit 6 Health & Fitness
	Invasion Games Basketball	Invasion Games Hockey	Real Dance	Net and Wall Tennis	Striking & Fielding Cricket	Athletics